

## SOME FACTORS THAT IMPEDE THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES IN FINE ART CLASSES

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**Abstract:** The article discusses some factors that impede the development of students' creative abilities and ways to overcome them, especially the use of visual aids in the lessons of fine art. Based on the rules of drawing, a number of proposals were made to implement the methods and means of drawing, depending on the size of the object.

**Keywords:** visual arts, visual aids, thinking, nature, real being, size, sphere, cube, cone, pyramid, cylinder, decorativeness, composition, spectral colors, harmonics, color schemes, schematic drawings, master class, slides, reproductions, illustrations.

One of the main tasks of modern pedagogy is the search for ways and means to improve the quality of student learning. In educational institutions, various innovative processes are actively being introduced that will achieve positive results in the development of children's creative activity.

Even in the modern world of modern technology, the lack of classrooms in some secondary schools has led to a decrease in student knowledge and interest in science. For example, the absence of lessons in a room equipped with special art leads to a decrease in quality and a decrease in interest. Specially equipped rooms may also include rooms for physics, biology, music. Fine arts and living rooms in secondary schools are separate and equipped with special desks. The fact that art classes are not held in specially equipped rooms also creates various inconveniences and difficulties for students. This leads to a decrease in students' interest in science.

The lack of visual aids, the teacher's inability to draw in the student's mind and the lack of a natural image in descriptive lessons based on objects also impede the development of creative abilities.

“If we want continuous art education in schools, if we want it to be taught at the required level, then in places where there are specialists in primary grades, art classes should be carried out by artist-teachers. Otherwise, good results will not be achieved in art education, as well as in primary education in general. However, drawing teachers will need to carefully know the age characteristics of elementary school students and learn how to work with them”<sup>1</sup>.

One of the problems mentioned above is to find a solution to the problem of lack of demonstration weapons and suggestions on how to use and prepare demonstration weapons.

The use of visual aids in every aspect of art lessons has its own unique features. For example, in the process of drawing on a small object, if the exhibition requires that objects for drawing be delivered directly to the classroom, subject drawing lessons can be done through her image (demonstration of reproductions of works of fine art).

In order to correctly and purposefully use the demonstration weapon, it is necessary to divide it into groups and think about it. Drawn objects are grouped in a known sequence based on the transition from simple to complex. Such things are taken from a real being, which implies the age characteristics of the students. Organizing them in groups can also be of great help in mastering the subject.

Demonstration weapons can be divided into natural and portable.

Natural demonstration weapons include thin, as well as volumetric, cylindrical, conical, spherical objects with mixed edges, which are considered conditionally dimensionless.

Visual aids include paintings, reproductions of works of art, exhibitions, photographs, and pedagogical drawings.

When we classify a demonstration weapon into groups, we can organize it by dividing it into the following six groups.

**The first group** includes objects that surround us, which are used in drawing lessons.

I. Subjects deemed conditionally non-existent:

- a) rectangular objects: notebook, folder, briefcase, flag, book, etc.
- b) square objects: tablecloth, chessboard, and b;
- c) triangular objects: triangular ruler, children’s flag, triangular handkerchief, etc .;
- d) objects in the form of circles, circles, spheres; plate, bowl, wheel, clock, ball, bell, etc .;
- d) natural products: leaves, flowers, trunks, etc .;
- e) objects of mixed shape: toy fish, car, toy animal and birds, hammer, spade, saw, shovel, tennis racket, etc.

These items can be used for still life not only in elementary school, but also in high school.

II. Dimensional objects:

- a) geometric shapes: cube, cone, pyramid, cylinder, sphere, etc.
- b) objects of geometric shape: a bucket, a globe, a flower pot, etc.;
- c) natural products: watermelon, pumpkin, melon, pomegranate, cucumber, quince, apple, etc.
- d) objects of mixed form: obdasta, vase, musical instruments, randa, etc.

**Most of the second group** of demonstration weapons is decorative and demonstrates how to perform decorative work. These are: geometric shapes and patterns made from images of plants. These patterns are in the form of squares, rectangles, polygons, stripes and circles. Patterns show symmetry, melody, techniques for constructing compositions.

At a special exhibition of paintings for organizing colors: the colors of the spectrum and their harmonic combinations, the color schemes that are prepared to enhance the color perception, and

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<sup>1</sup> R. Rajabov, H. Sultonov. Methods of teaching fine arts. (textbook) Tashkent 2008.

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the color of each color, the ways to create it in different ways are shown. (Such exhibition drawings have been prepared by several publishers and teachers.)

**The third group** of visual aids includes schematic drawings, sketches (used to save time) that show a drawing of any object in a certain sequence. These are photographs showing how the construction of railways, gardens and alleys, sidewalks, streets and houses will be reduced in the long term. However, this group of demonstration weapons may also include images showing various species of trees, animals, birds, and more. Such tutorials are prepared by the teacher or collected from existing photocopies, posters, magazines.

**The fourth group** of exhibition weapons includes paintings, copies of works of art, the highest examples of works of art, as well as samples of handicrafts of folk artists.

Copies of photographs are an indispensable resource for thematic drawing lessons and are used to recall the image of what you need. Art objects play a large role in the aesthetic education of students.

Copies of paintings collected on a well-known topic are widely used in the design of school corridors (hallways and halls and to enhance the artistic taste of students, as well as in classroom conversations about fine art).

**The fifth group** includes pedagogical drawings or drawings that the teacher draws on the blackboard. At an exhibition of this type, what is shown to children is cooked in their minds.

In this case, the teacher shows the children how to cover this surface with color, draw with a brush, without drawing with a pencil, at what stage to draw things. Since it is impossible to work with paint on the board, you can draw paper on the tablet or stick it to the board using tape.

The sixth group includes a demonstration weapon, which is demonstrated using technical means. This is a master class, slides, reproductions and illustrations in the projector. Such exhibition weapons allow artists, craftsmen to get acquainted with life and work, types and genres of fine art, techniques and technologies for creating works of art, carefully organize the rules of color, composition and perspective.<sup>2</sup>

Depending on the size of the object, the subjects chosen for drawing at drawing lessons will provide the necessary knowledge and skills so that the calendar will correspond to the topic.

But some of our teachers do not pay enough attention to the exhibition in the art classes. For example, in drawing lessons, children are asked to draw an image of an object on the blackboard, rather than what is being drawn, and sometimes they even force children to draw an image of the object. In lessons in visual arts, students are shown photographs of nature instead of copies of seasonal works of art.

The question arises: how to organize an analysis if something is not enough? This arrangement of drawing lessons, based on the small size of the subject, teaches students that they cannot understand the image of things well. Since copying from a drawing is simpler than drawing a drawing (because what the child needs to draw is ready and “prepared”), students cannot think in such lessons.

The branches of trees, flowers, leaves, dishes, kitchen utensils, fruits, vegetables, melons are rarely used in schools to paint things. Therefore, the choice of subjects for a still life at drawing lessons requires special attention. One of the most important aspects of the choice of objects for drawing is to consider their shape, color and spatial state.

From the elements selected for drawing, you must select those so that their shooting functions, shape, color structure are clearly visible. Only then do students focus on the functions of objects. Placing objects that have the same function, but of different shapes, as well as objects that have the same shape, but different functions, for drawing helps to strengthen their ability to

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<sup>2</sup> Khasanov R. Ways to improve fine arts lessons at school Tashkent Teacher 1986y 45 p

compare, find similarities and differences between them. By drawing an object, students learn to understand and describe the general concept of shape and size, proportions, the interdependence of children, the diversity of objects and subtle characters.

Depending on the object, in drawing lessons, children must re-understand the specific features of objects. Until now, children have been indifferent to what they painted at home and on the street, but now they are completely organized in terms of form and content.

The good side of such knowledge is manifested in the ability to depict nature on a plane, to understand the rules of drawing, to find similarities between what is drawn and what is drawn.

An accurate analysis of any object teaches students to distinguish between beautiful objects and not beautiful objects, correctly evaluate their shape.

Any plant, even a simple leaf of a tree, has a clear structure, shape, children, color.

The task of compiling the picture is gradually connected with a gradual and extremely complete perception of the form, its characteristic features and ways of depicting her children.

Drawing various plants of the first class will help students to learn the structure, location, interconnection of tree branches and the interdependence of children.

The shape, structure and color of plants are diverse. Therefore, various educational and pedagogical tasks are solved by drawing simple and uncomplicated things in terms of shape and color. Plants are extremely convenient for working with pencil and paint, and continuous and outline drawings are great for drawing from scratch.

Understanding the relationship of plants, insects and birds in terms of shape and color to the relationship with the creature that surrounds them helps students to form the correct ideas about the beauty of nature, increases their love for it, allows them to form aesthetic feelings.

Putting in a still life a variety of objects and objects for drawing a small object increases students' interest in things, expands their knowledge of nature.

For example, by drawing an image of an animal, the teacher sets up children for its structure, characteristics, color, lifestyle, which also expands the student's interest and knowledge.

For example, by drawing an image of an animal, the teacher sets up children for its structure, characteristics, color, lifestyle, which also expands the student's interest and knowledge.

It is useful to organize things in a characteristic and soda state. For example, if they are painted on the side of an airplane, fish and car, it will be easier for children to perceive them.

One of the most important aspects of the choice of objects for drawing is to consider their shape, color and spatial state. Objects have a lesser known structure, weight, and less characteristic surface, and we perceive them through these signs, find their differences or similarities, and describe them.

Watching a branch with several buds and leaves, we perceive the surface of the leaf, and then through the surface we take off to perceive the structure of the branch. Choosing something for drawing and analyzing it, it is advisable first of all to pay attention to the place of the object in the lives of children.

To accurately describe the shape of objects, children need to know what the children are made of, what their children are, why their children are located differently, and how the structure of objects is determined by its function in life.

Drawing is based on the development of visual acuity from the first class, so when drawing children should have an idea of two and three dimensions. Students mastering the rules, drawing methods is associated with the development of their knowledge and skills, the classification of the forms of objects.

Thinking about the nature of visual aids and how to convey them to the reader, it is necessary to pay special attention to their comparison in the analysis of the object. K. Ushinsky: We know everything in the world only for comparison, if we were shown something new that could not be

compared with anything else and could not be distinguished from anything else, we would not be able to say a word about it.

Thus, the development of students' creative abilities requires them to draw consciously, rely on their knowledge of things in life and other lessons, not only acquire drawing skills, but also use them independently in their next life. are given. If we teach in special rooms, if we use visual aids and demonstrations, if the teacher draws in the student's mind, if we draw in nature at drawing lessons, we will achieve the expected result.

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